

**A STUDY OF EMOTIONAL INTELLIGENCE
AND JOB SATISFACTION AMONG
DOCTORS AND NURSES**

Synopsis

**Doctor of Philosophy
In
Education**



Supervisor

Dr. SATYAPAL

Principal

Sardar Vallabh Bhai Patel B.Ed. College
Bhadra (Rajasthan)

Scholar

PRITI

P.R. NO.

JJT/18710040-EDU

**SHRI JAGDISH PRASAD JHABARMAL
TIBREWALA UNIVERSITY
CHUDELA, JHUNJHUNU
Session 2013**

INTRODUCTION

EMOTIONAL INTELLIGENCE:

Emotional Intelligence (EI) refers to an assortment of emotional, personal and interpersonal abilities and skills that influence one's overall capability to effectively cope with environmental pressures and demands. Emotional intelligence plays an important role in intelligent behaviour and is vital for successful performance on the workplace and personality. Emotional intelligence is what motivates us to pursue our unique potential and purpose. It activates our innermost values and aspirations, transforming them from things. We think about to how we live. It is concerned with understanding self and others, relating to people, adapting, and coping with the environment.

The concept of emotional intelligence "Involves the ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions" Mayer & Salovey (1993). Some recent empirical studies have found that usefulness of emotional intelligence as an important construct related to positive outcomes such as prosocial behaviour, parental warmth and positive family and peer relations (Mayer Caruso & Salovey 1999).

Cartwright and Salloway (2007) defined emotional intelligence as "Emotional Intelligence is the ability to understand, accept and recognize our own emotions and feelings, including their impact on ourselves and other people, and to use this knowledge to improve our own behaviours as well as to manage and improve our relationship with others."

COMPONENT OF EMOTIONAL INTELLIGENCE:

The components of emotional intelligence are discussed below:

1. Intrapersonal:

(a) Assertiveness: Assertiveness is the ability to express feelings, beliefs, and thoughts, and defend one's rights in non-destructive manner.

(b) Self-Actualization: Self-actualization pertains to the ability to realize one's potential capacities. Getting involved in pursuits that lead to a meaningful, rich, and full life, manifests this component of emotional intelligence.

(c) Independence: Independence is the ability to be self-directed and self-controlled in one's thinking and actions and to be free from emotional dependency.

(d) Self-regard: Self-regard is the ability to respect and accept oneself as basically good. This conceptual component of emotional intelligence is associated with general feelings of security, inner strength, self-assuredness, self-confidence, and feeling of self-adequacy.

(e) Emotional Self-awareness: Emotional self-awareness is the ability to recognize one's feelings. It is not only the ability to be aware of one's feelings and emotions, but also to differentiate between them, to know what one is feeling and why, and to know what caused the feelings.

2. Interpersonal:

(a) Interpersonal Relationship: Interpersonal relationship skill involves the ability to establish and maintain mutually satisfying relationship, that is characterized by intimacy and by giving and receiving affection.

(b) Social Responsibility: Social responsibility is the ability to demonstrate oneself as a cooperative, contributing and constructive member of one's social group.

(c) Empathy: Empathy is the ability to be aware of how to understand, and to appreciate the feelings of others. It is, "tuning in" (being sensitive) to what, how, and why people feel the way they do.

3. Adaptability:

(a) Problem Solving: Problem solving aptitude is the ability to identify and define problems as well as to generate and implement potentially effective solutions.

(b) Flexibility: Flexibility is the ability to adjust one's emotions, thoughts, and behaviour to changing situations and conditions. This component of emotional intelligence refers to one's overall ability to adapt oneself to unfamiliar, unpredictable, and dynamic circumstances.

(c) Reliability Testing: Reliability testing is the ability to assess the correspondence between what is experienced and what objectively exists.

4. Stress Management

(a) Impulse Control: Impulse control is the ability to resist or delay an impulse, drive, or temptation to act. It entails the capacity for accepting

one's aggressive impulses, being composed, and controlling aggression, hostility, and irresponsible behaviour.

(b) Stress Tolerance: Stress tolerance is the ability to withstand adverse events and stressful situations without "Falling apart" by actively and positively coping with stress. It is the ability to whither difficult situations without getting too overwhelmed.

5. General Mood

(a) Optimism: Optimism is the ability to look at the bright side of life and to maintain a positive attitude, even in the face of adversity. Optimism assumes a measure of hope in one's approach to life.

(b) Happiness: Happiness is the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun. Happiness combines self-satisfaction, general contentment, and the ability to enjoy life.

LEVELS OF EMOTIONAL INTELLIGENCE REQUIRED FOR VARIOUS JOBS

It is now recognized that emotional intelligence plays an important role in many areas of life, including work. Researchers have examined the skills and aptitudes required to succeed in certain jobs. The role of emotional intelligence and the actual level of emotional intelligence required for these jobs have also been examined. Some jobs do not require a great deal of emotional intelligence. These are primarily jobs which can be accomplished individually or by working with others in fixed, set or structured ways. Although some of these jobs do not require

a high level of emotional intelligence, a high emotional intelligence may set you apart from your colleagues and lead you to other forms of success at the work place.

Jobs which demand interaction with other people, or working in informal teams, or empathising with and understanding others are the one's which require emotional intelligence. If you have the requisite level of emotional intelligence, you may not only find such jobs difficult to cope with but also less satisfying.

Different jobs also call for different types of emotional intelligence, For example, success in sales requires the empathic ability to gauge a customer's mood and the interpersonal skill to decide when to pitch a product and when to keep quiet. In contrast, success in painting or professional tennis requires a more individual form of self-discipline and motivation.

JOB SATISFACTION

Job satisfaction is one of the most crucial but controversial issues in the fields of education, industry, occupation and organization. Psychologists, sociologists, economists and administrators in these fiends find themselves baffled over the problem of professional satisfaction. Job satisfaction is widely accepted psychological aspect of effective functioning in any profession. Job satisfaction has been defined by different thinkers in different ways.

Siegal (1962) on the basis of his review of job satisfaction studies, comes to the conclusion that all the results may be conveniently grouped under two headings on the basis of their pertinence to factors: (1) intrinsic or (2) extrinsic to the job itself. Job satisfaction as suggested by Ghiselli and Brown (1955)," has many different points of reference, and few workers indeed are satisfied with all aspect of their jobs,"

Tiffin and McCormick (1979) observe that "job satisfaction is influenced both by the extent to which the work a person does is intrinsically interesting to him, and by his attitude toward the total work situation, including the company, his supervisor and his fellow workers."

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job and an attitude towards one's job Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviour

This definition suggests that we form attitudes towards our jobs by taking into account our beliefs, and our behaviours.

In short, job satisfaction may be defined as the degree of which a person reports satisfaction with intrinsic and extrinsic features of the job. Total satisfaction is the sum of all separate items and overall job satisfaction is reported as a satisfaction with the job as a whole.

STATEMENT OF PROBLEM:

"A Study of Emotional Intelligence and Job Satisfaction among Doctors and Nurses".

OBJECTIVES:

1. To study the effect of profession on emotional intelligence.
2. To study the effect of type of hospital (Government and Private) on emotional intelligence.
3. To study the effect of length of service on emotional intelligence.
4. To study the interaction effect between profession and type of hospital (Government and Private) on emotional intelligence.
5. To study the interaction effect between profession and length of service on emotional intelligence.
6. To study the interaction effect between type of hospital (Government and Private) and length of service on emotional intelligence.
7. To study the interaction effect among profession, type of hospital (Government and Private) and length of service on emotional intelligence.
8. To study the effect of profession on job satisfaction.
9. To study the effect of type of hospital (Government and Private) on job satisfaction.
10. To study the effect of length of service on job satisfaction.

11. To study the interaction effect between profession and type of hospital (Government and Private) on job satisfaction.
12. To study the interaction effect between profession and length of service on job satisfaction.
13. To study the interaction effect between type of hospital (Government and Private) and length of service on job satisfaction.
14. To study the interaction effect among profession, type of hospital (Government and Private) and length of service on job satisfaction.

HYPOTHESES:

The following hypotheses have been formed based on previous research findings and theoretical consideration:

1. There will be significant effect of profession on emotional intelligence.
2. There will be significant effect of type of hospital (Government and Private) on emotional intelligence.
3. There will be significant effect of length of service on emotional intelligence.
4. There will be significant interaction effect between profession and type of hospital (Government and Private) on emotional intelligence.
5. There will be significant interaction effect between profession and length of service on emotional intelligence.

6. There will be significant interaction effect between type of hospital (Government and Private) and length of service on emotional intelligence.
7. There will be significant interaction effect among profession, type of hospital (Government and Private) and length of service on emotional intelligence.
8. There will be significant effect of profession on job satisfaction.
9. There will be significant effect of type of hospital (Government and Private) on job satisfaction.
10. There will be significant effect of length of service on job satisfaction.
11. There will be significant interaction effect between profession and type of hospital (Government and Private) on job satisfaction.
12. There will be significant interaction effect between profession and length of service on job satisfaction.
13. There will be significant interaction effect between type of hospital (Government and Private) and length of service on job satisfaction.
14. There will be significant interaction effect among profession, type of hospital (Government and Private) and length of service on job satisfaction.

DELIMITATIONS:

- 1.

REVIEW OF LITERATURE

A large number of studies have been conducted in the field of emotional intelligence and job satisfaction. These studies are related to various variables such as leadership, empathy, self management, emotion, gender, salary, age, organizational commitment, intrinsic and extrinsic motivation and so forth. Some of the studies related to variables of present study are reviewed below.

Emotional Intelligence (EI) has been identified as one of the important behavioural constructs considered to be a major contributor to performance (Goleman, 1995; Goleman, 1998).

Ernst et al. (2001) found that physician who exuded a warm, friendly and reassuring manner, were more effective than those who kept consultations formal.

Augusto (2005) investigated the inter-relationship among emotional intelligence, work stress and health. The result shows, that the nurses who score high in clarity and emotional repair, report less stress, whereas those with high scores in attention to emotions, experience greater levels of stress.

Halfer and Graf (2006) examined the perception of new graduate nurses about the work environment and employment satisfaction during their first 18 months. They found that employee retention was dependent on work schedule, relationship with colleagues and physician and career development opportunities.

Palmer (2001) examined the relationship between emotional intelligence and effective leadership and predicted that transformational leadership is considered to be more emotion based (involving heightened emotional levels) than transactional leadership.

Kahn (1990) and Abraham (1999) found that the higher levels of emotional intelligence predicted higher levels of job satisfaction and stronger connections with co-workers and supervisors.

Job satisfaction is widely considered to represent the contribution of a person's attitudes toward or about the job.

Ofili et al. (2004) have studied on job satisfaction and psychological health of doctors at the university of Benin teaching hospital. The result revealed a high rate of job dissatisfaction among Nigerian doctors compared to their European and North American counterparts.

Tyson & Pongruengphant (2004) examined sources of occupational stress, coping strategies and job satisfaction. Results indicated, that nurses working in government hospitals generally reported more stress than private hospitals, surprisingly, nurse's satisfaction with their job increased, particularly in government hospitals, which may be attributed to age, improvements in monetary compensation, and organizational support.

Mrayyan (2004) have studied on nurses job satisfaction and retention, comparing government to private hospitals in Jordan, the results suggested, that nurses were moderately satisfied in their jobs with

'neutral' opinion about their retention. Nurses who worked in private hospitals were more satisfied and intended to retain their jobs as compared to nurses in govt. hospitals.

Laubach & Fischbeck (2007) suggested that among resident physicians work conditions, superiors hierarchy transparency and participations in decisions are very important variables for job satisfaction.

METHODOLOGY

EXPERIMENTAL DESIGN:

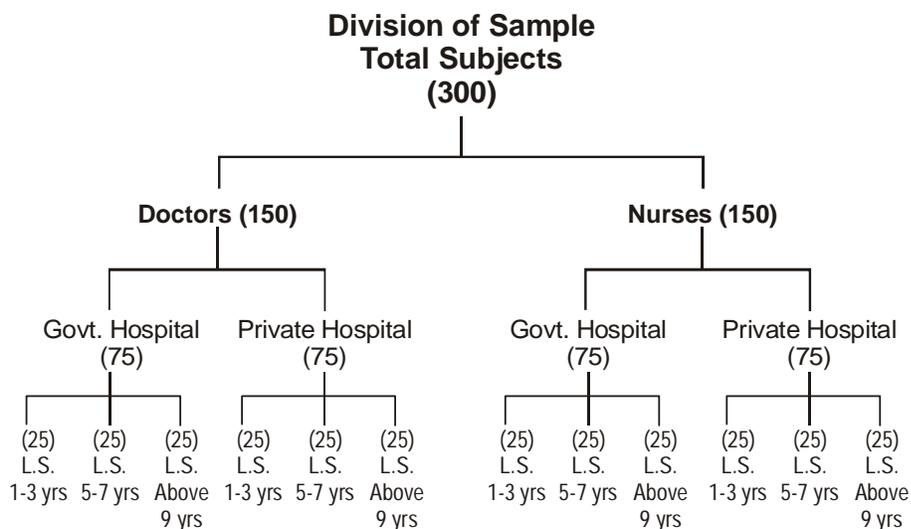
For this study $2 \times 2 \times 3$ factorial design will be used to complete the research work. The first independent variable will be profession. That will be varied at two levels i.e. doctors and nurses. The second independent variable will be type of hospital that will be varied at two levels i.e. government and private. The third independent variable will be length of service that will be varied at three levels i.e. 1-3 years, 5-7 years and above 9 years.

SAMPLING OF THE STUDY:

Sample is a small portion of the population selected for the research. Thus, sampling is the process by which a relatively small number of individuals, objects or events is selected and analysed in order to find out something about the entire population.

Three hundred (300) subjects will be selected for the study. There will be 150 doctors and 150 nurses. 75 Doctors and 75 nurses will be

selected from government hospitals and 75 doctors and 75 nurses will be selected from private hospitals. Further in each group there will be three categories according to their length of service i.e. 1-3 years, 5-7 years and above 9 years. There will be 25 subjects in each category.



Distribution of subjects (N=300) according to Profession, Type of hospital and Length of Service

L.S. = Length of Service

SELECTION OF SUBJECTS:

The subjects will be drawn at random from various government and private hospitals of Meerut district.

VARIABLES:

1. Independent Variables
2. Dependent Variables

1. Independent Variables:

(A) Profession (A) – Doctors (A_1), Nurses (A_2)

(B) Type of hospital (B) – Government (B₁), Private(B₂)

(C) Length of Service (C) – 1-3 years (C₁), 5-7 years (C₂), Above 9 years (C₃).

2. Dependent Variables:

(a) Emotional Intelligence

(b) Job satisfaction

MEASURING TOOLS:

For the purpose of investigation following tools will be used.

Emotional Intelligence Scale:

Author: Anukool Hyde, Sanjyot Pethe and Upinder Dhar.

Items: 34

Job Satisfaction Scale:

Author: Dr. Amar Singh and Dr. T.R. Sharma.

Items: 30

PROCEDURE:

For the purpose of this study the investigator will select the sample of doctors and nurses of different hospitals after making good rapport with subjects the inventory of emotional intelligence and job satisfaction will be given to them. All instructions will give to the subjects. After that the inventory will be taken back and the investigator will give thanks to them.

SCORING:

Scoring will be done according to manual of Emotional Intelligence Scale and Job Satisfaction Scale.

STATISTICAL ANALYSIS:

For the analysis of obtained data Mean, ANOVA and Multiple Comparison test will be used.

REFERENCES

- Abraham, R. (1999).** Emotional intelligence in organisations: A conceptualisation. *Genetic, Social and General Psychology Monographs*, 125 (2), 209-224.
- Augusto, L.J., Lopez, Z.E., Berrias, M.P., Aguilar, G. Luzon, M.C. (2005).** The relationship between emotional intelligence, occupational stress and health in nurses: A questionnaire survey. *An Acad Psychiatry Law*, 33 (1), 42-46.
- Cartwright, A., & Salloway, A., (2007).** *Emotional intelligence: Activities for developing you and your business*. Retrieved 18 June 2009 from www.google.com.
- Dalip Singh. (1998)** *Emotional Intelligence at work: A Professional Guide*. Sage Publications, New Delhi.
- Ernst, E., Pittler, M.H. Stevinson, C. & White A.R. (2001).** *The desktop guide to complementary and attentive medicine*, London: Mosby,
- Ghiselli, E.E. & Brown, C.W. (1955)** *Personnel and Industrial Psychology*. New York : McGraw. Hill Book co.
- Goleman, D. (1995).** *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1998).** *Working with Emotional Intelligence*. New York: Bantam Books.
- Halfer, & Graf, E. (2006).** Graduate nurse perceptions of the work experience. *Nursing Economics*, 24 (3), 150-155.

- Hoppock, R. (1935)** *Job Satisfaction*, New York: National occupational conference, Harper & Brothers.
- Kahn, W.A. (1990)**. Psychological conditions of personal engagement and disengagement at work. *The academy of management journal*, 33 (4), 692-724.
- Kierstead, J. (1999)** Human resource management trends and issues: Emotional intelligence (EI) in the workplace. *Research Directorate, Policy*. Research and Communications Branch, Public Service commission of Canada.
- Laubach, W. & Fischbeck, S. (2007)**. Job satisfaction and work situation of physicians: A survey at a German University. *Int. J Public health Medicine*, 52 (1), 54-59.
- Mayer J.D., Caruso, D. & Salovey, P. (1999)** Emotional intelligence meets for traditional standards for intelligence. *Intelligence* 27(4), 267-298.
- Mayer, J.D., Caruso, D. & Lopes, P.N. (2001)** Competing Models of Emotional Intelligence. In R.J. Stenberg (Eds.) *Handbook of human intelligence*. New York: Cambridge.
- Mayer. J.D. & Salovey, P. (1993)**. The intelligence of emotional intelligence. *Intelligence*, 17 (4). 433-492.
- Mrayyan, M.T. (2004)**. Nurse job satisfaction and retention: Comparing public to private hospitals in Jordan. *Journal of Nursing Management*, 13 (1), 40-50.

- Ofili, A.N., Asuzu, M.C., Isah, E.C. & Ogbeide, O. (2004).** Job satisfaction and psychological health of doctors at the university of Benin teaching hospital, *Occupational Medicine*, 54 (6), 400-403.
- Palmer, B., Walls, M., Burgess, Z. & Stough, C. (2001).** Emotional intelligence and effective leadership. *Leadership & Organization Development Journal*, 20, 1-7.
- Rice, C.L (1999)** A quantitative study emotional intelligence and team performance. *Unpublished master's thesis*, Pepperidge University, Malibu CA.
- Siegel, L. (1962)** *Industrial Psychology*. Irwin : Homewood.
- Tiffin, J. & McCormick, E.J.O. (1979).** *Industrial Psychology*. Englewood Cliff, New Jersey: Prentice. Hall.
- Tyson, P.D. & Pongruengphant, R. (2004).** Five year follow-up study of stress among nurses in public and private hospitals in Thailand. *International Journal of Nursing Studies*, 41 (3), 247-54.
- Weiss, H.M. (2002).** Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resource Management Review*. 12, 173-194.